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| **Grade Band :** 11-12 (English 12) | **Unit Name:** Literature Relationship Paper Unit | **Time Frame:** 2 Weeks |
| **Common Assessment Date(s)** | | |
| **Essential Question:** How can a piece of literature have an effect on a person’s life? | | |
| **Overview Statement:** This unit asks the students to reflect on their experience with literature of all kinds. They then select one piece that has had an influence, impact, or that tells a story. | | **Focus Standards:**  W.S. 3, 4, 5; L. 11-12. 1, 2 |
| **Student Objectives** | Students will…   * reflect over their experience with literature throughout their schooling. * go through the writing process as they write their essay on the selected piece of literature (brainstorming, outlining, drafting, etc). * produce a published narrative essay that is grammatically correct and meets all requirements. | |
| **Suggested Works (\*Required; must include fiction and nonfiction)** | * The piece of literature each student selects for their narrative essay | |
| **Activities and Assessments (\*Required for all)** | * Go through samples of childhood literature and novels read in high school to give ideas. * Students brainstorm ideas for their essay (brainstorming paper, draw symbols of their novel ideas) * Outline essays, draft essays, peer edit, final copies. | |
| **Academic Content Area Vocabulary** | **N/A** | |

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| **Grade Band :** 11-12 (English 12) | **Unit Name:** *Lord of the Flies* | **Time Frame:** 4-5 Weeks |
| **Common Assessment Date(s)** | | |
| **Essential Question:** Do all people have the capability for evil within them? Are children more or less capable? What does a lack of civilization do to a person’s civilized nature? | | |
| **Overview Statement:** In this unit, students read *Lord of the Flies* by William Golding and discuss the concept of evil. | | **Focus Standards:**  R.L. 11-12. 1, 2, 4, 5; W.S. 11-12. 10; S.L. 11-12. 1 |
| **Student Objectives** | Students will…   * learn applicable vocabulary for the novel * understand William Golding’s background and influences in writing the novel * read, comprehend, and interpret *Lord of the Flies* as individuals * display their understanding through several method * discuss the concept of evil and its role in society | |
| **Suggested Works (\*Required; must include fiction and nonfiction)** | * *Lord of the Flies* by William Golding(students need to purchase) \*\* * *Savage Spawn: Reflections on Violent Children* by Jonathan Keller | |
| **Activities and Assessments (\*Required for all)** | * Cover background information about William Golding and his reasons for writing the novel (notes) * Students read *Lord of the Flies* individually * Vocabulary for Unit (suggested words from novel) * Complete activities through the novel (class discussions, study guides, etc) * Post-reading: Final discussion questions, in-class essay on evil * Assessment: quizzes (over individual sets of chapters, vocabulary, background information), unit test | |
| **Academic Content Area Vocabulary** | Possible terms include, but are not limited to: symbolism, foreshadowing, irony | |

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| **Grade Band :** 11-12 (English 12) | **Unit Name:** *Beowulf*/Heroic Quest | **Time Frame:** 3-4 Weeks |
| **Common Assessment Date(s)** | | |
| **Essential Question:** What was the importance of the oral tradition in Anglo-Saxon literature? What are the characteristics of a heroic quest? How does Beowulf meet the requirements of a hero and how does he change throughout the story? | | |
| **Overview Statement:** In this unit, students learn about the Anglo-Saxon time period, the heroic quest, and read parts of *Beowulf* (in the textbook). | | **Focus Standards:**  R.L. 11-12. 1, 7; R.I. 11-12. 1; S.L. 11-12. 1 |
| **Student Objectives** | Students will…   * gain an understanding of the Anglo-Saxon time period and the type of literature from that time (oral tradition, specifically). * be able to identify characteristics of the heroic quest. * read and comprehend the excerpts from *Beowulf*, applying the characteristics of the heroic quest. | |
| **Suggested Works (\*Required; must include fiction and nonfiction)** | * Excerpts from *Beowulf* (textbook) * “Introduction to the Literary Period: The Anglo-Saxons” by David Adams Leeming (textbook) * from *Grendel* by John Gardner (textbook) * “Life in 999: A Grim Struggle” by Howard G. Chua-Eoan (magazine article, textbook) * “The Fury of the Northmen” by Ellen Ashdown (article, textbook) | |
| **Activities and Assessments (\*Required for all)** | * Cover Anglo-Saxon background information (read and respond to textbook, work in groups, research individually, etc). \*\* * Read the excerpts from *Beowulf* (questions can be found in textbook, class discussion) * Vocabulary for Unit (suggested words found in textbook) * Read accompanying pieces in textbook and connect to *Beowulf* (see Suggested Works) * Post-reading: Character analysis of Beowulf, write own heroic quest, Toon Doo’s * Assessment: quizzes (over individual parts, vocabulary, background information), unit test | |
| **Academic Content Area Vocabulary** | Possible terms include, but are not limited to: archetype, imagery, syntax, epic, verbal irony. | |

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| **Grade Band :** 11-12 (English 12) | **Unit Name:** *Macbeth* | **Time Frame:** 4-5 Weeks |
| **Common Assessment Date(s)** | | |
| **Essential Question:** Do all people have the capability for evil within them? How do a person’s values impact the way they interact with others and society? | | |
| **Overview Statement:** In this unit, students read *Macbeth* and discuss character motivation. | | **Focus Standards:**  R.L. 11-12. 1, 7; S.L 11-12. 1 |
| **Student Objectives** | Students will…   * Understand Shakespeare’s background * Read *Macbeth* as a class * Discuss the concept of evil and society | |
| **Suggested Works (\*Required; must include fiction and nonfiction)** | * *Macbeth* by William Shakespeare (No Fear Shakespeare) * Supplemental articles about influence and love of country | |
| **Activities and Assessments (\*Required for all)** | * Cover background of William Shakespeare * Read *Macbeth* and complete accompanying activities * Assessment: quizzes (over individual parts, vocabulary, background information), unit test | |
| **Academic Content Area Vocabulary** | Possible terms include, but are not limited to: foreshadowing, irony, aside | |